

## Appendix C – Comparison of State and Federal Systems

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In addition to the state accountability system, which is mandated by the Texas legislature, there is also a federal system of public school accountability. Although the state system has been in place since 1993, the accountability provisions in the federal No Child Left Behind (NCLB) Act were first applied to the Texas public schools in 2003. Campuses, districts and the state were evaluated for Adequate Yearly Progress (AYP) for the first time in 2003.

The purpose of this appendix is to provide details comparing the state accountability system to the federal (AYP) system. Though there are some similarities and elements in common between the two, there are significant differences. For complete details about the federal system, see the *AYP Guide*. The *Guide* as well as other information about AYP can be found at the AYP website at <http://www.tea.state.tx.us/ayp/index.html>.

### COMPARISON

The following tables provide comparisons of the state and federal systems. *Table 28* contains a side-by-side comparison of the indicators, restrictions, requirements, and source data for both systems.

*Table 29* is a comparison by grade level. With this table, a campus can compare the use of various indicators by grade. For example, a grade 3-5 campus is evaluated in both the state and federal systems on TAKS reading and mathematics, although AYP evaluates more student groups for each of these indicators. In a grade 3-5 campus, its AYP status also depends on attendance and participation indicators, while its state rating includes TAKS writing and science results.

**Table 28: 2008 Comparison of State and Federal Accountability (AYP) by Indicator**

|                            | State Accountability (Standard Procedures)   | AYP   |
|----------------------------|--|---|
| <b>TAKS</b>                |  |   |
| Subjects & Standards       | Reading/ELA* ..... <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 70%<br>Mathematics* ..... <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 50%<br>Writing ..... <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 65%<br>Social Studies ..... <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 65%<br>Science ..... <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 45%<br><i>All values rounded to the nearest whole number.</i><br><i>*Includes cumulative pass rate for grades 3, 5 and 8 reading and grades 5 and 8 mathematics.</i> | Reading/ELA* ..... <i>Meets AYP</i> 60%<br>Mathematics* ..... <i>Meets AYP</i> 50%<br><br><i>All values rounded to nearest whole number.</i><br><i>*Includes cumulative pass rate for grades 3 5, and 8 reading and grades 5 and 8 mathematics.</i> |
| Grades                     | 3–11 (English); 3–6 (Spanish)  | 3–8, and 10 (English); 3–6 (Spanish)  |
| Student Groups             | All Students<br>African American<br>Hispanic<br>White<br>Economically Disadvantaged  | All Students<br>African American<br>Hispanic<br>White<br>Economically Disadvantaged<br>Special Education<br>Limited English Proficient (LEP)  |
| Minimum Size               | All Students ..... Any (Special Analysis if small)<br>Student Groups ..... 30/10%/50   | All Students ..... Any (Special Analysis if small)<br>Student Groups ..... 50/10%/200   |
| Improvement                | To <i>Acceptable</i> : Has enough gain to meet <i>Acceptable</i> standard in 2 years.<br>To <i>Recognized</i> : At 70% – 74% and has gain to meet 75% standard in 2 years.   | 10% decrease in percent <i>not passing</i><br>AND<br>must meet standard on other measure or show at least 0.1% improvement on other measure.  |
| Pairing                    | Paired with feeder campus (or district).   | Paired with feeder campus (or district) in certain conditions.  |
| <b>TAKS (Accommodated)</b> |  |   |
| Subjects & Grades          | TAKS (Accommodated) for the following subjects & grades is combined with TAKS:<br>ELA ..... Grade 11<br>Mathematics ..... Grade 11<br>Science ..... Grades 5 (English & Spanish), 8, 10, and 11<br>Social Studies ..... Grades 8, 10, and 11<br><i>See TAKS section (above) for standards and groups.</i>  | TAKS (Accommodated) (grades 3-8 and 10 only) is combined with TAKS and other assessments by subject for performance and participation.<br><i>See TAKS section (above) for standards, subjects, and groups.</i>                                      |

**Table 28: 2008 Comparison of State and Federal Accountability (AYP) by Indicator (continued)**

|                                 | State Accountability (Standard Procedures)  | AYP   |
|---------------------------------|---|---|
| Other Assessments               |   |   |
| TELPAS Reading                  | N/A: Assessment not included for determining ratings.   | Combined with TAKS and TAKS (Accommodated) results by subject for students not tested on TAKS or TAKS (Accommodated) for Performance and Participation.<br>Note: There is a cap on the number of students who can be counted as <i>proficient</i> on TAKS-Alt and TAKS-M. |
| TAKS LAT                        |   |   |
| TAKS-Modified                   |   |   |
| TAKS-Modified LAT               |   |   |
| TAKS-Alternate                  |   |   |
| Additional Assessment Features  |   |   |
| Mobility Adjustment             | District and campus accountability subsets used.  | District and campus accountability subsets used.  |
| Exceptions to the Standard      | Up to 4 TAKS exceptions allowed to move to <i>Acceptable</i> or <i>Recognized</i> . One exception allowed to move to <i>Exemplary</i> . Number of assessment measures evaluated, minimum performance floors, and prior use determine eligibility. | N/A   |
| Cap on Alternate Assessments    | N/A   | Cap on the number of students counted as <i>proficient</i> on TAKS-Alt and TAKS-M.  |
| Attendance Rate                 |   |   |
| Standard                        | N/A: Used only for Gold Performance Acknowledgment  | Meets AYP ..... 90.0%<br><i>“Other Measure” for elementary and middle schools. All values rounded to nearest one-tenth of a percent.</i>  |
| Student Groups                  |   | All Students only   |
| Minimum Size                    |   | All Students.... 7,200 (40 students x 180 days)<br>Student Groups* ..... 50/10%/200<br><i>* Student groups used only for performance gain.</i>  |
| Improvement                     |   | At least 0.1% improvement.  |
| Completion Rate (grades 9-12)   |   |   |
| Standards                       | Grads+Continuers .... <i>Exemplary</i> 95.0%/ <i>Recognized</i> 85.0%/ <i>Acceptable</i> 75.0%<br><i>All values rounded to nearest one-tenth of a percent.</i>  | Graduate component only ..... 70.0%<br><i>“Other Measure” for high schools and districts. All values rounded to nearest one-tenth of a percent.</i>   |
| Student Groups                  | All Students, African American, Hispanic, White, Economically Disadvantaged   | All Students only   |
| Minimum Size                    | All Students ..... At least 5 dropouts and 10 in denominator<br>Student Groups ..... At least 5 dropouts and 30/10%/50 in denominator   | All Students ..... At least 40 in denominator<br>Student Groups* ..... 50/10%/200<br><i>* Student groups used only for safe harbor.</i>   |
| Improvement                     | To <i>Acceptable</i> : Has gain to meet 75.0% standard in 2 years<br>To <i>Recognized</i> : 75.0% - 84.9% and has gain to meet 85.0% standard in 2 yrs<br>Minimum Size (All Students and groups): At least 10 in prior year                       | At least 0.1% improvement   |
| High School w/o completion rate | N/A: Indicator not evaluated.   | N/A: Indicator not evaluated.   |

**Table 28: 2008 Comparison of State and Federal Accountability (AYP) by Indicator (continued)**

|   | State Accountability (Standard Procedures)  | AYP  |
|---|---|--|
| Annual Dropout Rate (grades 7-8)              |   |  |
| Standards                                     | Grades 7-8... <i>Exemplary, Recognized, &amp; Acceptable</i> ..... 2.0%<br><i>All values rounded to one-tenth.</i>  | N/A: Indicator not evaluated.  |
| Student Groups                                | All Students, African American, Hispanic, White,<br>Economically Disadvantaged  |  |
| Minimum Size                                  | All Students .....At least 5 dropouts and 10 in denominator<br>Student Groups .....At least 5 dropouts and 30/10%/50 in denominator   |  |
| Improvement                                   | <ul style="list-style-type: none"><li>To <i>Acceptable, Recognized or Exemplary</i> :<br/>Has declined to meet the 2.0% standard in 2 years.</li><li>Minimum Size (All Students and groups): At least 10 in prior year.</li></ul>         |  |
| Middle School<br>w/o dropout rate             | N/A: Indicator not evaluated.   |  |
| Participation Rate: Reading/ELA & Mathematics |   |  |
| Standard                                      | N/A: Indicator not evaluated.<br>Monitoring interventions may occur with excessive exemptions.  | Tested at campus/district ..... 95%<br><i>All values rounded to nearest whole number.</i>  |
| Student Groups                                |   | All Students<br>African American<br>Hispanic<br>White<br>Economically Disadvantaged<br>Special Education<br>Limited English Proficient (LEP) |
| Minimum Size                                  |   | All Students .....At least 40 in denominator<br>Student Groups .....50/10%/200   |
| Other Campus and District Situations          |   |  |
| Registered Alternative<br>Education Campuses  | Rated under Alternative Education Accountability (AEA) Procedures.  | Evaluated under same criteria as regular<br>campuses.  |
| Charter Operators                             | Evaluated under same criteria as regular districts.*<br><i>* Charter Operators may be rated under AEA Procedures.</i>   | Evaluated under same criteria as regular<br>districts.   |
| Charter Schools                               | Evaluated under same criteria as regular campuses.<br><i>(Charter schools are not paired.)</i>  | Evaluated under same criteria as regular<br>campuses.  |
| New Campuses                                  | All campuses (established or new) are rated.  | New campuses are not evaluated.  |
| Additional District<br>Requirements           | <ul style="list-style-type: none"><li>Must have no <i>Unacceptable</i> campuses to be <i>Exemplary</i> or <i>Recognized</i>.</li><li>Must meet Underreported Student standards to be <i>Exemplary</i> or<br/><i>Recognized</i>.</li></ul> | No additional district requirements.   |

**Table 29: 2008 Grade Level Comparison of State (Standard Procedures) and Federal Accountability**

|           |                  | †Reading<br>ELA | †Math      | Writing | Social<br>Studies | Science | **HS<br>Completion | Annual<br>Dropout | Attendance | Participation |      |
|-----------|------------------|-----------------|------------|---------|-------------------|---------|--------------------|-------------------|------------|---------------|------|
|           |                  |                 |            |         |                   |         |                    |                   |            | Read/ELA      | Math |
| Grade 1*  | All Students     |                 |            |         |                   |         |                    |                   | AYP        |               |      |
|           | AA/H/W/ED*       |                 |            |         |                   |         |                    |                   |            |               |      |
|           | Special Ed & LEP |                 |            |         |                   |         |                    |                   |            |               |      |
| Grade 2*  | All Students     |                 |            |         |                   |         |                    |                   | AYP        |               |      |
|           | AA/H/W/ED*       |                 |            |         |                   |         |                    |                   |            |               |      |
|           | Special Ed & LEP |                 |            |         |                   |         |                    |                   |            |               |      |
| Grade 3   | All Students     | AYP‡/State      | AYP‡/State |         |                   |         |                    |                   | AYP        | AYP‡          | AYP‡ |
|           | AA/H/W/ED*       | AYP‡/State      | AYP‡/State |         |                   |         |                    |                   |            | AYP‡          | AYP‡ |
|           | Special Ed & LEP | AYP‡            | AYP‡       |         |                   |         |                    |                   |            | AYP‡          | AYP‡ |
| Grade 4   | All Students     | AYP‡/State      | AYP‡/State | State   |                   |         |                    |                   | AYP        | AYP‡          | AYP‡ |
|           | AA/H/W/ED*       | AYP‡/State      | AYP‡/State | State   |                   |         |                    |                   |            | AYP‡          | AYP‡ |
|           | Special Ed & LEP | AYP‡            | AYP‡       |         |                   |         |                    |                   |            | AYP‡          | AYP‡ |
| Grade 5   | All Students     | AYP‡/State      | AYP‡/State |         |                   | State‡  |                    |                   | AYP        | AYP‡          | AYP‡ |
|           | AA/H/W/ED*       | AYP‡/State      | AYP‡/State |         |                   | State‡  |                    |                   |            | AYP‡          | AYP‡ |
|           | Special Ed & LEP | AYP‡            | AYP‡       |         |                   |         |                    |                   |            | AYP‡          | AYP‡ |
| Grade 6   | All Students     | AYP‡/State      | AYP‡/State |         |                   |         |                    |                   | AYP        | AYP‡          | AYP‡ |
|           | AA/H/W/ED*       | AYP‡/State      | AYP‡/State |         |                   |         |                    |                   |            | AYP‡          | AYP‡ |
|           | Special Ed & LEP | AYP‡            | AYP‡       |         |                   |         |                    |                   |            | AYP‡          | AYP‡ |
| Grade 7   | All Students     | AYP‡/State      | AYP‡/State | State   |                   |         |                    | State             | AYP        | AYP‡          | AYP‡ |
|           | AA/H/W/ED*       | AYP‡/State      | AYP‡/State | State   |                   |         |                    | State             |            | AYP‡          | AYP‡ |
|           | Special Ed & LEP | AYP‡            | AYP‡       |         |                   |         |                    |                   |            | AYP‡          | AYP‡ |
| Grade 8   | All Students     | AYP‡/State      | AYP‡/State |         | State‡            | State‡  |                    | State             | AYP        | AYP‡          | AYP‡ |
|           | AA/H/W/ED*       | AYP‡/State      | AYP‡/State |         | State‡            | State‡  |                    | State             |            | AYP‡          | AYP‡ |
|           | Special Ed & LEP | AYP‡            | AYP‡       |         |                   |         |                    |                   |            | AYP‡          | AYP‡ |
| Grade 9   | All Students     | State           | State      |         |                   |         | AYP/State          |                   |            |               |      |
|           | AA/H/W/ED*       | State           | State      |         |                   |         | State              |                   |            |               |      |
|           | Special Ed & LEP |                 |            |         |                   |         |                    |                   |            |               |      |
| Grade 10  | All Students     | AYP‡/State      | AYP‡/State |         | State‡            | State‡  | AYP/State          |                   |            | AYP‡          | AYP‡ |
|           | AA/H/W/ED*       | AYP‡/State      | AYP‡/State |         | State‡            | State‡  | State              |                   |            | AYP‡          | AYP‡ |
|           | Special Ed & LEP | AYP‡            | AYP‡       |         |                   |         |                    |                   |            | AYP‡          | AYP‡ |
| Grade 11  | All Students     | State‡          | State‡     |         | State‡            | State‡  | AYP/State          |                   |            |               |      |
|           | AA/H/W/ED*       | State‡          | State‡     |         | State‡            | State‡  | State              |                   |            |               |      |
|           | Special Ed & LEP |                 |            |         |                   |         |                    |                   |            |               |      |
| Grade 12* | All Students     |                 |            |         |                   |         | AYP/State          |                   |            |               |      |
|           | AA/H/W/ED*       |                 |            |         |                   |         | State              |                   |            |               |      |
|           | Special Ed & LEP |                 |            |         |                   |         |                    |                   |            |               |      |

\* AA/H/W/ED refers to the student groups African American, Hispanic, White, and Economically Disadvantaged.

\*\* High School Completion is defined differently for AYP: Under AYP, the *Graduate* component of the Completion Rate is used, which includes only diploma recipients.

¥ Schools are paired when they do not have grades tested. The use of paired data differs between the two systems.

† Performance on TAKS reading/ELA and math include slightly different groups of students for AYP: Minimum size for student groups in AYP is 50/10%/200; for state accountability it is 30/10%/50. Also AYP includes TAKS-M and TAKS-Alt results for reading/ELA and math while state accountability does not.

‡ Includes TAKS (Accommodated).

